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ABSTRACT

Project Unidos is an E.S.E.A. Title VII Bilingual/Bicultural program in Riverside County, California. The project is responsible for the organization and administration of inservice and preservice programs for approximately 43 certified teachers and 43 classified instructional assistants. This is the final evaluation report on a series of summer preservice workshops conducted during a 14-day period. The report is organized and written to serve as an organizational and evaluative model for the development of future Title VII pre- and inservice programs. The model encompassed three large general stages with six organizational phases. The preoperational stages were preassessment, setting of goals and objectives, and final assessment. The operational stage consisted of implementation. The evaluation stage consisted of evaluation and feedback to staff. Section 2 includes scores for the participating personnel on a questionnaire evaluating the workshop. Included in the appendix are the Needs Assessment Instrument and its results, the evaluation instrument used in the workshop, and the 1974 Summer Preservice Workshop Agenda. (Author/RC)

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ANALYSIS OF OBJECTIVE ATTAINMENT IN A SYSTEM-BASED E.S.E.A. BILINGUAL-BICULTURAL SUMMER PRESERVICE WORKSHOP

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TABLE OF CONTENTS

SECTION I

Background 1

Summer Workshop Structure 1

Table A of the Time-Line Activities for the 1974 Summer Preservice Workshop 2

Phase I: Pre-assessment 4

Phase II: Setting Workshop Goals and Objectives 5

Phase III: Final Assessment 6

Phase IV: Implementation 7

Phase V: Evaluation 7
Procedure and Findings 9
Staff Comments on:
Materials Development 11
Materials Exhibit Room 12
Comparison of 1972-73 with 73-74 Summer Preservice Workshop 13
Reactions to Entire 73-74 Preservice Workshop 15
Conclusion 18

Phase VI: Feedback 19

SECTION II

Table 1

Composite Mean (average) Scores for 27 Summer Workshop Leaders Measured by Participating Teachers and Teacher Assistants 20

Table 2
Composite Mean (average) and t Scores for 27 Summer Workshop Leaders as Measured by Participating Teachers and Teacher Assistants 21

Table 3
Composite Mean (average) and t Scores for 27 Summer Workshop Leaders as Measured by Participating Teachers and Teacher Assistants 22

TABLE OF CONTENTS (CON'T)

Table 4
Percentage Levels as to the Degree of Accomplishment for the Summer Workshop Goal as Measured by Participating Teachers and Teacher Assistants 23

Table 5
Percentages of Responses as to Questions Related to the Effectiveness of the Summer Preservice Workshop as Measured by Teachers and Teacher Assistants Participants . 24

Table 6
Percentages for Teachers Only on Workshop Leaders and Objective Attainment 25

Table 7
Percentages for Teacher Aide Only on Workshop Leaders and Objective Attainment 29

Table 8
Percentages for K-3 Teachers Only on Workshop Leaders and Objective Attainment 33

Table 9
Percentages for 4-6 Teachers Only on Workshop Leaders and Objective Attainment 37

Table 10
Percentages for K-3 Teacher Aides Only on Workshop Leaders and Objective Attainment 41

Table 11
Percentages for 4-6 Teacher Aides Only on Workshop Leaders and Objective Attainment 45

SECTION III

Appendix

Staff Letter from Project Director Regarding Summer Preservice Workshop Structure

Needs Assessment Instrument

Results of the Needs Assessment Instrument

Evaluation Instrument used in the Summer Preservice Workshop

1974 Summer Preservice Workshop Agenda

BACKGROUND

Project Unidos is an E.S.E.A. Title VII Bilingual/Bicultural program in Riverside County. The project has classrooms in the following school districts: Riverside, Corona-Norco, and Alvord Unified, together with Elsinore and Perris Elementary. The project is responsible for the organization and administration of inservice and preservice programs for approximately 43 certificated teachers and 43 classified instructional assistants.

This is the final evaluation report on a series of summer preservice workshops conducted during a 14-day period. The report is organized and written to serve as an organizational and evaluative model for the development of future Title VII Pre and In-Service Programs.

SUMMER WORKSHOP STRUCTURE

The 1974 Summer Workshop on Bilingual/Bicultural Education was organized on a system-based model. The sequential time-line is diagrammed in Table A. The model encompassed three large general stages with six organizational phases. The organizational model is diagrammed below:

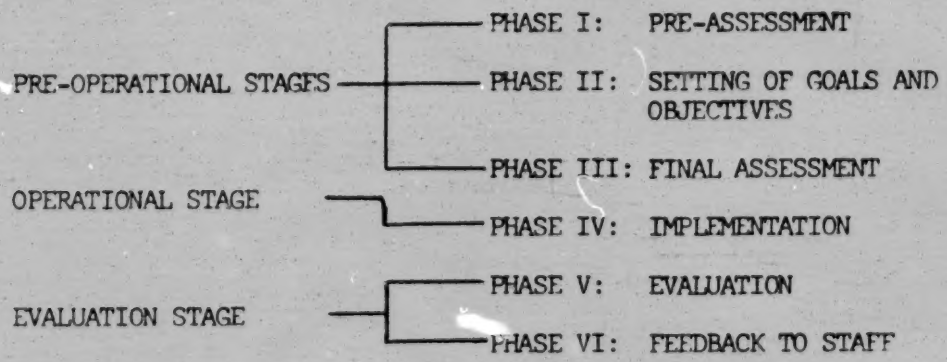


TABLE A
ORGANIZATIONAL TIME-LINE OF ACTIVITIES
FOR THE 1974 SUMMER PRESERVICE WORKSHOP

STAGES	PHASE	ACTIVITIES	PERSON(S) RESPONSIBLE	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY
Pre-operational	Pre-Assessment:	1. Director Meet with the Total Staff	Project Director		12					
		2. Project Recruitment and Selection of Summer Workshop Advisory	Project Director		12					
		3. Send Out to Entire Staff Assess Workshop Needs	Project Director			4				
		4. Tabulation of the Survey Results	Project Director			15				
	Setting of Goals and Objectives:	1. Project Director meet with Advisory Committee for the Setting of Goals and Objectives	Project Director & Advisory Committee			12	5			
	Final Assessment:	1. Finalize Assessment and Final Planning for Summer Workshop with Summer Workshop Advisory Committee	Advisory Committee Project Director Parent Community Person Resource Teacher				22			
Operational	Implementation:	1. Send Letter to Entire Staff Explaining Structure Organization of Entire Workshop	Project Director					23		
		2. Individual School Site Meetings with Staff to Discuss & Clarify Final Planning for Summer Workshop	Project Director Resource Teacher Parent Community Person					20 21 22 23 24 29 30		

STAGES	PHASE	ACTIVITIES	PERSON(S) RESPONSIBLE	JAN FEB MAR APRIL MAY JUNE JULY
		3. Send Summer Workshop Agenda to Entire Staff	Project Director	3
		4. Project Director with Central Staff Meet with Summer Work-Shop Advisory Committee for Feedback from Staff about Summer Workshop	Project Director Resource Teacher Parent Community Person	3
		5. Start 1974 Summer Workshop Project Director Prepares Workshop Evaluation Questionnaire	Project Director	24
		6. End Summer Workshop		13
/aluation	Evaluation:	1. Distribute Evaluation Instrument to Entire Staff	Project Director	13
		2. Evaluate Workshop	Project Director	13
		3. Tabulate Results	Project Director	16-23
		4. Write Final Evaluation Report	Project Director	20-31
	Feedback:	1. Send Final Evaluation Report to Workshop Participants and District Level Administrators	Project Director	AUG 1-5

PHASE I: PRE-ASSESSMENT

The pre-assessment phase had two basic aims:

1. To establish a summer workshop advisory committee, with the composition made up of project teachers and teacher assistants. The function of this committee would be to assist the project director in organizing the summer workshop.

2. To mail a two-page survey to each of the project teachers and teacher aides for the solicitation of ideas as to the structure of the summer preservice workshop.

On February 12, the Project Director met with the entire teaching staff at the Curriculum lab in the Riverside Unified School District. During this meeting, the director discussed and presented preliminary plans for the 1974 summer workshop. As a result of this meeting, a teacher and teacher assistant advisory committee was established to assist the director in structuring the summer workshops. Below are outlined the names of those persons formulating the committee:

Chenta Quintana	Teacher	Lincoln School; Corona-Norco Unified School District
Aurora Gonzales	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Marina Mosqueda	Teacher	Lincoln School; Corona-Norco Unified School District
Rachael Pino	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Vera Harrison	Teacher	Lincoln School; Corona-Norco Unified School District
Lucille Ahumada	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Tina Marinez	Teacher	Jackson School; Riverside Unified School District
Warren Jones	Teacher	Garretson School; Corona-Norco Unified School District
Mr. Ignacio Alfaro	Principal	Longfellow Elementary School Riverside Unified School District
Mr. Armando Lopez	Administrative Assistant	Riverside Unified School District

In keeping with the proposed aims of the pre-assessment phase, a two-page survey was sent to all project personnel on March 4. This survey gave the entire staff direct input into the structuring and organizing of the workshop. The survey also served as a guide in outlining specific staff instructional needs to the Project Director. The deadline for returning the survey was March 15, which enabled the staff two weeks to complete the survey--although some were returned as late as March 21. A copy of this survey can be reviewed in the appendix of this report.

From March 15 to the first week of April, the results of the survey were tabulated and summarized by the Project Director, Fernando Worrell. The results of this survey can also be reviewed in the appendix of this report.

PHASE II: SETTING WORKSHOP GOALS AND OBJECTIVES

On April 5, the Summer Advisory Committee of teachers and teacher assistants met with the Project Director to review the results of the survey. From these results the committee, together with the Director, formulated the following goal and objectives for the summer preservice workshop:

GOAL: To further develop instructional methods and materials relevant to Bilingual/Multicultural Education.

OBJECTIVES:

1. To provide consultants within specialized fields to assist classroom teachers in better implementing bilingual education.
2. To develop additional classroom materials relative to bilingual/multicultural education.
3. To review, identify, and select bilingual/bicultural materials appropriate to grade level.
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.

After the formulation of the goal and objectives, the Director asked each of the committee members to review the survey results and return on April 22 with recommendations in the following areas:

1. Workshop location
2. Length of workshop
3. Daily schedule for the workshop
4. Subject matter emphasis
5. Specific consultants and speakers

PHASE III: FINAL ASSESSMENT

On April 22, the committee met again to finalize plans for the workshop. At this meeting the committee made recommendations in the following areas:

1. The area of concentration of the workshops should be Spanish as a second language instruction.

2. The workshops should be separated as per grade level, i.e. K-3, 4-6 concentration.

3. The workshop should be 14 days in duration starting June 24 and terminating July 13.

The Director, together with the committee's recommendations and keeping with the goal and objectives that were formulated, developed the following guidelines for the workshop:

1. A materials development workshop will be provided as to enable teachers and teacher-aides in developing classroom materials at the workshop.

2. A major portion of the summer workshops must be conducted by project teachers and teacher-aides.

3. A series of workshops must be conducted as to provide direct information from parents involved in the program.

4. A commercial materials exhibit room will be organized as to enable staff to review current materials in Bilingual/Bicultural Education.

5. Each Monday, a key-note speaker will present a concept as it relates to Bilingual/Bicultural Education. The three speakers chosen were:

   Dr. Meliton Lopez: Topic: "Bilingual/Bicultural Education as a Viable Educational Alternative."

   Dr. Carlos Cortes: Topic: "Multicultural Education Within an Elementary School Curriculum."

Dr. Ed. Steinman: Topic: "Lau vs Nichols: What does it Mean to Bilingual Education?"

6. The entire workshop is open to all persons interested in Bilingual Education, not just project persons involved in Project Unidos which was the case in the previous years.

PHASE IV: IMPLEMENTATION

On May 23, a letter describing the finalized plans and structure for the Summer Workshop was sent to all staff members. A copy of this letter is located in the appendix of the report.

Individual school visitations were made by the Project Director on May 20, 21, 22, 23, 24, 29, and 30. This enabled each school staff to clarify any questions, with the Director, that remained unanswered about the workshop. A complete agenda was printed and sent to each project teacher and teacher assistant by June 3. A copy of the entire agenda can be found in the appendix.

On June 3, the Project Director met with the advisory committee at one of the project schools. The purpose of the meeting was to again receive feedback from the staff as to the entire organizational structure. This was the final meeting before the actual starting date, which was June 24.

PHASE V: EVALUATION

The evaluation of the workshop was done on a post-test design. The evaluation format and questionnaire was constructed by the director, Mr. Fernando Worrell, and can be located in the appendix of this report.

The format of the questionnaire evaluated several facets of the workshop, one being the achievement level for the goal and each of the five proposed objectives. Together with measuring the goal and objectives, each of the workshop leaders were evaluated on a scale ranging from 1 to 6. The scale is outlined below:

1= Poorly prepared with no information made available.
2= Below average with little information provided.
3= Adequate, somewhat informative, but needed depth.
4= Above average, informative, but needed depth.
5= Good, informative, and well organized
6= Excellent and extremely informative.

The third section of the evaluation questionnaire asked the teachers to answer the question, "At the completion of the workshop (I):"

1. Developed additional classroom materials.
2. Was able to review teacher-made and commercial bilingual materials.
3. Was able to gain a better understanding of the needs of parents as relative to the bilingual program.
4. Felt that this preservice workshop provided me ideas that I could implement in September.

The last section of the questionnaire was open-ended for the staff and had two questions as outlined below:

1. It asked the staff to draw a comparison between the 72-73 and 73-74 summer preservice workshop.

2. The last question asked for any personal reactions to the entire 73-74 Summer Preservice Workshop.

The final evaluation report of the workshop attempted to answer the following questions:

1. Was the goal of the summer workshop achieved?

2. At what level did the summer workshop complete its objectives?

3. How effective was <u>each</u> workshop leader in providing viable information to the staff?

4. How did both the teachers and teacher assistants evaluate the effectiveness of the entire workshop.?

5. Was the workshop geared specifically to teachers and teacher assistants?

6. Was there any differences between teacher and teacher assistants at the two grade levels, i.e. K-3, 4-6, as to the effectiveness of the workshop.?

7. How effective were the three guest speakers in communicating the message to both teachers and teacher assistants?

8. How adequate was the Material Development Room for the development of classroom materials?

PROCEDURE/FINDINGS

All teachers and teacher assistants were asked to fill-out a questionnaire evaluating the workshop. The questionnaire was filled-out the last day of the workshop.

Table 1 outlines mean scores for the 6 groups of participants at the workshops. As shown on Table 1, both teacher and teacher assistants had extremely high mean scores of 4.86 and 4.83. When the two groups were broken down by grade level, the mean scores were even higher. An analysis of the data indicates that both teachers and teachers assistants evaluated the workshop as good, informative, and well organized.

Table 2 sought to investigate differences between teachers and teacher assistants as to the over-all effectiveness of the entire workshop. As the t score indicate, there was no significant difference between teachers and teacher assistants. These results point out that information presented at the workshop was valuable for both teachers and assistants. It also substantiated that teachers and teacher assistants were both provided with valuable information specifically for their grade levels.

Table 3 presents means and t scores for only the 3 guest speakers. A mean score for teachers of 5.41, indicates that the three speakers provided good, informative, and well organized materials. The t scores of .022, .002, and .635 were non-significant, therefore, reinforcing the idea that information provided was relevant across all grade levels, as well as to teachers and teacher assistants.

Table 4 produced the percentage levels by teachers and teacher aides is assessing the degree of accomplishment of the workshop goal. The percentages overwhelmingly supported the success in achieving the workshop goal. Approximately 92% of the teachers and 91% of the assistants felt the goal was achieved. The percentages as to the grade levels were equally as high.

Tables 6, 7, 8, 9, 11, and 12 have outlined the achievement level for each of the four workshop objectives. Each table represents a different group of responses i.e.:

Table 6= Teachers only
Table 7= Teacher assistants only
Table 8= Teachers Grade Level K-3
Table 8= Teachers Grade Level 4-6
Table 10= Teacher Assistants K-3
Table 11= Teacher Assistants 4-6

The results for each of the objectives is extremely high. In all groups the percentage of responses as to the total achievement of the objectives was not less than 76%. Which meant, to say, that a great majority of the staff evaluated the 5 objectives as "totally achieved".

Table 5 outlines the percentages of responses by teachers to the question, "At the end of the workshop (I)". The results indicate that:

1. 100% of all the groups felt they developed additional classroom material.

2. Approximately 98% of all the groups felt they were able to review teacher made and commercial bilingual materials.

3. Approximately 96% of all the groups felt they were able to gain a better understanding of the needs of parents as related to the bilingual program.

4. 100% of all groups felt that this preservice workshop provided me with ideas I could implement in September.

Tables 6, 7, 8, 9, 11, and 12 also have the percentages of responses for each workshop leader. These percentages are broken out into the various groups i.e. teachers, teacher assistants, etc. These tables provided each workshop leader an opportunity for self evaluation and also the project director a more objective instrument in future workshop leader selection.

The questionnaire solicited staff comments on the topics:

1. Materials Development Room.
2. Materials Exhibit Room.
3. Comparison between 72-73 Summer workshop with that of the 73-74 workshop.
4. Reaction to the entire 73-74 Summer Workshop.

Below are outlined the staff comments taken from the questionnaire for each of the four areas:

1. MATERIALS DEVELOPMENT:

1. "A good supply neat! and pleasant atmosphere, good cooperation, and help from Ontiveros."
2. "Sorry that there was not enough material; fairly well organized."
3. "Excellent! Dick did an excellent job. Was on his toes all day Very dedicated!"
4. "Better organized, although it was a bit crowded during the rush hour."
5. "Excellent."
6. "Ran out of materials too soon but most of the time it was very good."
7. "It was an excellent idea to have it open--the game will be of great value in the future."
8. "The most helpful and practical idea yet in a workshop. There is nothing like taking home a finished product."
9. "Excellent facilities--appreciated having the laminator, poster board, glue, at hand. Tremendous help in preparation of materials.
10. "Excellent idea--Would have liked some system so that materials were rationed more equitably."
11. "Good."
12. "Marvelous! Very helpful room."
13. "Very good--Sure was help to have a place to work."
14. "Excellent, but I believe that the distributions of materials could have been more equitable. So many of the new teachers involved in meetings, while the other teachers were using materials and we were left out."
15. "Well equipped and everything from clips to tag board was well furnished."

16. "Excellent under the circumstances--could have been more equitable distributed rather than first come, first serve, but after all, where there's a will, there's a way.

17. "They were really good, specially some of the materials and machines."

18. "Very well organized."

19. "Was great! We could have had more paper, but otherwise beautifully organized."

20. "Todo estubo estupendo! Fabuloso!!"

21. "Beautiful, Beautiful"

22. "Outstanding."

23. "Todo estubo estupendo! Fabuloso!!"

24. "Well organized, Dick Did a beautiful job in keeping us well supplied with everything we needed.

25. "Very good and useful."

26. "Excellent variety of materials available."

2. MATERIAL EXHIBIT ROOM:

1. "Excellent!"

2. "O.K."

3. "Great"

4. "Sorry, there was so many incidents of materials missing. Some of the materials were excellent."

5. "Very good if we would've had funds to order with."

6. "Very Good!"

7. "Beautiful"

8. "Took back many ideas for providing this, along with the teachers."

9. "Great, also, we had everything there to see and get ideas!"

10. "Good display--but more catalogues were needed and time to order materials."

11. "Very good. Loaded with excellent ideas."

12. "Beautiful! Very informative and everyone was willing to share."

13. "Excellent--all good quality."

14. "Enjoyed seeing the ideas and getting to play with them--to see how

they would work. Something sound and look good. But in actural practice aren't very good."

15. "Good"

16. "Very good. Had some trouble finding things."

17. "Could have been more exhibits."

18. "Fine!"

19. "The materials offered were numerous and varied. A larger room would have given us a better view of the materials."

20. "Excellent!"

21. "We had a wide range of materials to select for class activities."

22. "Good selection to look at and get ideas for purchasing materials."

23. "Adequate display but more ideas to be in the development room!"

24. "Informative for those who needed to see what is available in bilingual materials."

25. "A lot of great ideas."

26. "Excellent display of material for varied uses, I wish I would have had some money to spend."

27. "I was so busy utilizing ideas and creating games that I didn't see much in there."

28. "Very good."

29. "Fantastic!"

30. "Good exhibits, but would like to see more on cassettes, records, films, etc."

31. "Gave good ideas even if purchase wasn't made."

32. "Very good--lots of new ideas!"

33. "Outstanding!"

3. COMPARE THIS WORKSHOP WITH THE 72-73 SUMMER PRE-SERVICE:

1. "Much better--better orientated; More time to develop material; improved workshops."

2. "Even Better in quality and ideas."

3. "Very good."

4. "Much better, was an 'actual workshop' we really put out the work and utilized our time much better in developing games and better methods of teaching."

5. "This workshop was way better than the one last year. I enjoyed it more because of the teacher inservice. I felt that the co-operation between everyone was very good."

6. "Better, I worked more on this one, felt more involved."

7. "Last year was enlightning for me because this where I first heard of Dual Model, but this summer was the best organized workshop. The material covered and the interaction among staff members was great."

8. "Very good!"

9. "This one was 100% better!"

10. "This workshop provided more ideas and materials for participants."

11. "The 72-73 workshop had too much theory and not enough practical material development."

12. "I was not around for 72-73 Summer Pre-service. But this was better than 69-70, 70-71, 71-72."

13. "Last summer was good, but I feel that this workshop was more unified, 'hard hitting' and relevant to needs."

14. "This workshop was much more practical! Really enjoyed the opportunity to develop materials as went along. Thought teacher-given workshops were for most part--excellent!"

15. "This workshop was much more productive in the way of materials and much more meaningful."

16. "Better."

17. "I did not attend 72-73, but this pre-service was excellent."

18. "Both were great and exciting with a few exceptions."

19. "I have received many things from all the workshops."

20. "Better organized and more informative than last year."

21. "Much better."

22. "No estube presente en esa ocacion por motivos ajenos a mi voluntad."

23. "Teachers and aides were more aware of the needs of the classroom and thus applied themselves more. The consultants were more understood because the people thought on the same lines, now that we are involved and believe in the same thing."

24. "Better organized, more informative, not boring."

25. "This was the best by far. I have been in the project for 4 going on 5 years. I think the bringing in of teachers and consultants for our summer workshops was excellent."

4. REACTIONS TO ENTIRE 73-74 PRE-SERVICE WORKSHOP:

1. "The idea of involving us in for what we thought we needed for our summer workshop was great."

2. "I believe I came out of this workshop with a better understanding of Bilingual/Bicultural Education. I had more time to make material I can implement in my classroom next year. I think this workshop was very well organized. Teachers giving workshops were far more informative than the paid consultants."

3. "Very, very, good I would have been completely lost without it. I shudder to think that I might have been one of those teachers who will be hired with litte or no preparation. Very informative and inspiring."

4. "Excellent. This was the first workshop I attended and was surprised to find all the different activities. Everyone was very friendly and made me feel at home. Mr. Worrell is a wonderful person and one we could not do without. He is essential to our bilingual program."

5. "I can use many of our project teachers ideas. Please open it up so more people can understand Bilingual education. Your people are very well informed, how about each school presenting a bilingual/ bicultural workshop in their school.

6. "Enjoyed it very much. Everyone was very cooperative and friendly. Received loads of ideas and information. Looking forward to putting them to use."

7. "Tremendous opportunity. Impossible to absorb everything presented due to volume of material. I enjoyed each day. Program very well organized. I am proud to be part of this project aunque no soy chicana. Would quality of our classroom performance diminish without central office staff. NO!"

8. "Excellent! Made me more confident for the fall. Extremely sold on the program and at the quality and dedication of the experienced Bilingual teachers."

9. "Overall it was fantastic! A lot of hard work and often a rat race. I found the teacher workshops were on the whole great! I especially enjoyed Cortes and Steinman. I have a pet peeve about listening to lectures that are not meaningful and consultants that just come to either entertain or talk on a PhD level."

10. "Best inservice yet. And for its emphasis on 4-6 grades--it could have had a still greater degree of stress. There is such a wealth of information and materials at K-3 levels that materials for this part of the workshop are never difficult to find. But we really do need to dig a little more for upper grade materials."

11. "I feel this workshop gave two good foundations:
    1. It provided consultants to speak on basic theory and techniques.
    2. It provided experienced teachers who could demonstrate actual methods of application in the classroom."

12. "Lots of material, but needed more time to digest it."

13. "Excellent"

14. "I feel that the ones I attended were of great value."

15. "Fantastic!
    Great!
    Informative!
    Well organized!
    Beautiful!"

16. "Excellent--tengo un monton de juegos, idea y cosas pare el otono."

17. "Good, great, tremendous, but so tiring! It was well worth all the time and effort I have put into Bilingual program to come away with so many new and exciting ideas. I know this sounds silly, but I can hardly wait until September!"

18. "Compact with quality--right length of time."

19. "Very Good! It will be very helpful to me in September. Very well organized and very good selection of speakers. I especially enjoyed Al Pill, Dr. Steinman, and Dr. Cortes. I was able to make many materials and hopefully to implement new ideas in September."

20. "We had some excellent speakers within in our staff. Their workshops were well organized and very well presented. All in all an excellent workshop--one of the best."

21. "Excellent. We are getting better."

22. "I though that the interaction of both teachers and aides was great! I met alot of resourceful and helpful friendly people. I especially enjoyed the presentation of the teachers and aides. This workshop has made the coming year alot easier to face! I feel good because I've learned alot!!"

23. "Superb."

24. "Excellent new ideas were presented."

25. "This was a very good, well planned workshop. The idea of dividing grade levels was excellent. By doing this the workshop was more concentrated on grade level. I got more out of this."

26. "Very concentrated but very, very good and full of impact."

27. "Did not attend a sufficent portion to give an honest opinion. Did learn and enjoy from the time I did get to attend. Comment made to me (one I've made myself after attending workshop) not enough materials and speakers for 4-6."

28. "Good help
Painful growth
Happy interaction"

29. "This 74 Summer workshop helped me in that it provided a new insight into bilingual education. New methods, more processes for development of games and ways for using in the classroom. I feel that I now have something to get me started."

30. "I found this to be a most informative workshop and pleasant that I was able to attend. Has given me much food for thought and many great ideas to try out in my classroom."

31. "This was an excellent workshop and certainly very well organized and very educational. Two prior workshops I've attended in Texas did not prepare me as well for the coming school year as I fell this one did. I should have thanked everybody for sharing ideas with me, and I thank you Fernando for letting me attend your workshop. It is an experience that will help me become a better bilingual educator."

32. "Fantastic! The best one I've attended. Very beneficial to all of us."

33. "Great!"

34. "As a new teacher, I feel extremely lucky in all aspects."

35. "Very hard working but worth it. Lots of new ideas to implement in class."

36. "Very well organized and comprehensive workshop. A lot of ideas to be applied in teaching.
Consideration, cooperation, and help from other teachers and aides.
Congratulation to all of you."

37. "Frankly, I was very impressed! I felt everyone displayed a high degree of education towards education. Each person displayed a great amount of expertise in everything they shared. I certainly fell very enthused over the total picture of bilingual/bicultural. I leave with a great respect for all the educators in the Riverside area--and hope we can keep in touch."

CONCLUSION

From the results taken from the questionnaire, the following conclusions can be made about the 1974 Summer Preservice Workshop:

1. The goal of the workshop, which was to develop instructional methods and materials relevant to Bilingual Multicultural education, was achieved at all levels of instruction.
2. The five objectives as outlined were achieved at all levels of instruction. In summary, the staff felt that the consultants, which were provided, assisted classroom teachers in better implementing bilingual/bicultural teaching techniques. The staff felt they gained a better understanding of the concerns to bilingual/bicultural education of project parents. And finally, the results again support the idea that many materials were developed by the staff during the 14-day workshop.
3. The effectiveness of many of the workshop leaders was measured at a high level by the project staff. Specifically, the project director can be more objective in identifying stronger and more informative leaders for future workshop sessions.

4. The effectiveness of the entire workshop was evaluated as good, informative, and well organized by teachers and teacher assistants.
5. The over all summer workshop was deamed successful by both teachers and teacher assistants. This conclusion re-enforced the concept that the Summer Preservice was not just "teacher orientated" or "teacher-aide orientated" but "staff orientated."
6. The success of the workshop was supported across all grade levels. The information provided in the workshops was valuable for both K-3 and 4-6 grade level teachers and teacher assistants."
7. The three guest speakers were rated as very well organized and informative by both teachers and teacher assistants.
8. The effectiveness of both the materials exhibit and the material development room was rated as extremely successful by both teachers and teacher assistants.

PHASE VI: FEEDBACK

The final phase of the evaluation system was to provide the results to all workshop participants and district level administrators.

Tables

TABLE 1

COMPOSITE MEAN (AVERAGE) SCORES FOR 27 SUMMER WORKSHOP LEADERS

AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER ASSISTANTS

Group	Number of Responses	Standard Deviation	*Mean Score (Average)
1. All Teachers	414	1.14	4.86
2. All Teacher Assistants	360	1.30	4.83
3. Teachers			
K-3	322	1.18	5.00
4-6	196	1.06	5.11
4. Teacher Assistants			
K-3	275	1.20	5.12
4-6	177	1.05	5.23

*Scale:

1.= Poorly Prepared with no information made available.

2.= Below Average very little information provided

3.= Adequate somewhat informative but lacked organization.

4.= Above average informative but needed depth.

5.= Good informative and well organized.

6.= Excellent and extremely informative.

TABLE 2

COMPOSITE MEAN (AVERAGE) AND t SCORES FOR 27 SUMMER WORKSHOP LEADERS

AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER ASSISTANTS

Group	Number of Responses	Standard Deviation	[1]Mean Scores (Average)	t
1. Teachers	772	1.14	4.86	.34
2. Teacher Assistants		1.30	4.83	
3. Teachers K-3	516	1.18	5.00	1.06
4-6		1.06	5.11	
4. Teacher Assistants K-3	450	1.20	5.12	.99
4-6		1.05	5.23	

[1]Scale:

1.= Poorly Prepared with no information made available.

2.= Below Average very little information provided.

3.= Adequate somewhat informative but lacked organization.

4.= Above average informative but needed depth.

5.= Good informative and well organized.

6.= Excellent and extremely informative.

TABLE 3

COMPOSITE MEAN (AVERAGE) AND t SCORES
FOR THE 3 GUEST SPEAKERS AT THE WORKSHOP
AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER ASSISTANTS[1]

Group	Number of Responses	Standard Deviation	[2]Mean Scores (Average)	t
1. Teachers	74	.88	5.41	
2. Teacher Assistants	60	1.20	5.15	.022
3. Teachers				
K-3	47	.99	5.34	
4-6	32	.61	5.53	.002
4. Teacher Assistants				
K-3	43	1.20	5.27	
4-6	25	1.12	5.08	.635

[1]The 3 Speakers Were:
Dr. Meliton Lopez
Dr. Carlos Cortes
Dr. Edward Steinman

[2]Scale:

1.= Poorly Prepared with no information made available

2.= Below Average very little information provided.

3.= Adequate somewhat informative but lacked organization.

4.= Above Average informative but needed depth.

5.= Good informative and well organized.

6.= Excellent and extremely informative.

TABLE 4

PRECENTAGE LEVELS AS TO THE DEGREE OF
ACCOMPLISHMENT FOR THE SUMMER WORKSHOP GOAL
AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER-AIDES

GOAL:

To further develop instruction methods and materials relevant to Bilingual/Multicultural Education

GROUPS	The Goal was achieved.	The Goal was partially achieved.	The Goal was not achieved.
1. Teachers	92%	4%	4%
2. Teacher-Aides	91%	6%	3%
3. Teachers			
K-3	100%		
4-6	100%		
4. Teacher Aides			
K-3	93%	7%	
4-6	100%		

TABLE 5

PERCENTAGES OF RESPONSES AS TO QUESTIONS RELATED TO THE EFFECTIVENESS OF THE SUMMER PRESERVICE WORKSHOP AS MEASURED BY TEACHERS AND TEACHER ASSISTANTS PARTICIPATING

AT THE END OF THE WORKSHOP (I)

GROUPS	Developed additional classroom materials	Was able to review teacher-made and commercial bilingual materials.	Was able to gain a better understanding of the needs of parents as relative to the bilingual program.	Felt that this preservice workshop provided me ideas that I could implement in September.
1. Teachers	100%	97%	97%	100%
2. Teacher Assistants	100%	100%	95%	100%
3. Teachers				
K-3	100%	94%	100%	100%
4-6	100%	100%	91%	100%
4. Teacher Assistants				
K-3	100%	100%	93%	100%
4-6	100%	100%	100%	100%

TABLE 6
PERCENTAGES FOR TEACHERS ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher X Teacher Aide ____

Grade Level: ____ K-3 ____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

92% The goal was achieved.

4% The goal was partially achieved.

4% The goal was not achieved.

OBJECTIVES	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	89%	11%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	87%	3%	
3. To review, identify and select bilingual/ bicultural materials appropriate to grade level.	83%	17%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/ bicultural teaching techniques.	100%		
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.	80%	20%	

Please evaluate the consultants on the following scale:

1 — Poorly Prepared with no information made available.

2 — Below Average very little information provided.

3 — Adequate somewhat informative but lacked organization

4 — Above Average informative but needed depth

5 — Good informative and well organized

6 — Excellent and extremely informative

	1	2	3	4	5	6
1. Dr. Mel Lopez	___	___	5%	10%	55%	30%
2. Dr. Carmen Sadek	___	50%	5%	10%	50%	30%
3. Dr. Richard Barrutia	___	8%	25%	17%	33%	17%
4. Dr. Walter Oliver	___	___	5%	11%	53%	11%
5. Mr. Al Pill	___	48%	4%	20%	56%	20%
6. Mr. Jual Lezama	___	4%	4%	7%	44%	41%
7. Mr. Warren Jones	___	___	20%	13%	27%	40%
8. Mrs. Janice Ulloa	___	___	9%	9%	27%	55%
9. Mrs. Ponce/ Antonia Armendarez	20%	7%	7%	33%	13%	20%
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	___	___	___	20%	35%	50%
11. Mrs. Lupe Escamilla	___	___	___	13%	38%	38%
12. Mrs. Celestina Marinez/Mrs. Marina Mosqueda Learning Center in Spanish	___	___	___	___	45%	55%
13. Dr. Carlos Cortez	___	___	3%	___	45%	61%
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	___	___	___	___	17%	86%
15. Ms. Julie Bushard/Vera Harrison	___	___	___	___	6%	94%
16. Mr. Warren Jones/Math Workshop	___	18%	9%	36%	9%	27%

	1	2	3	4	5	6
17. Mrs. Barbara Sirney				8%	23%	62%
18. Mrs. Celestina Marinez/Panel Discussion					50%	50%
19. Al McClutchey/Santana Representative	4%	4%	12%	24%	36%	20%
20. Marina Mosqueda ESL/SSL Techniques	5%			10%	40%	45%
21. Mr. Richard Ontiveros/Sequencing of Materials					50%	50%
22. Miss Diana Valenzuela/Miss Ramona Casillas	7%		7%	14%	36%	36%
23. Mr. Vince Racosky/Western Audio Visual		4%		16%	44%	36%
24. Project Visitations						
1. BICEP: Jim Coleman/Forrest Miller			5%	5%	40%	50%
2. Follow-Through Staff	15%	15%	15%	13%	30%	30%
25. Miss Rita Martinez/Parent Panel		10%	10%	24%	43%	10%
26. Dr. Edward Steinman	4%			7%	25%	64%
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop		9%		9%	27%	55%

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

1. At the completion of the workshop (T)	Yes	No
... developed additional classroom materials	100%	____
... was able to review teacher-made and commercial bilingual materials.	97%	3%
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	100%	____
... felt that this preservice workshop provided me ideas that I could implement in September.	100%	____

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 7

PERCENTAGES FOR TEACHER AIDES ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher ____ Teacher Aide X

Grade Level: ____ K-3 ____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

91% The goal was achieved.

6% The goal was partially achieved.

3% The goal was not achieved.

OBJECTIVES	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	86%	14%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	79%	21%	
3. To review, identify and select bilingual/ bicultural materials appropriate to grade level.	88%	6%	6%
4. To utilize expertise of project teachers in presenting workshops in bilingual/ bicultural teaching techniques.	76%	19%	5%
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.	83%	17%	

Please evaluate the consultants on the following scale:

1	Poorly Prepared with no information made available.	4	Above Average informative but needed depth
2	Below Average very little information provided.	5	Good informative and well organized
3	Adequate somewhat informative but lacked organization	6	Excellent and extremely informative

	1	2	3	4	5	6
1. Dr. Mel Lopez		16%		11%	32%	42%
2. Dr. Carmen Sadek				9%	27%	64%
3. Dr. Richard Barrutia			9%	9%	36%	45%
4. Dr. Walter Oliver	12%	12%	41%		6%	29%
5. Mr. Al Pill	4%		9%	9%	32%	45%
6. Mr. Jual Lezama		4%	9%	4%	18%	64%
7. Mr. Warren Jones	8%	16%		17%	33%	25%
8. Mrs. Janice Ulloa		5%		5%	24%	67%
9. Mrs. Ponce/ Antonia Armendarez	18%			17%	29%	35%
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez			7%	23%	15%	54%
11. Mrs. Lupe Escamilla			6%	24%	29%	41%
12. Mrs. Celestina Marinez/Mrs. Marina Mosqueda Learning Center in Spanish				15%	40%	45%
13. Dr. Carlos Cortez		4%		9%	17%	70%
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo		6%			15%	85%
15. Ms. Julie Bushard/Vera Harrison				6%	20%	67%
16. Mr. Warren Jones/Math Workshop	25%		13%	13%	38%	13%

17. Mrs. Barbara Sirney					33%	67%
18. Mrs. Celestina Marinez/Panel Discussion			9%			91%
19. Al McClutchey/Santana Representative	6%	6%	19%	19%	44% 50%	6%
20. Marina Mosqueda ESL/SSL Techniques			7%			43%
21. Mr. Richard Ontiveros/Sequencing of Materials				8%	15%	77% 13%
22. Miss Diana Valenzuela/Miss Ramona Casillas		7%	20%	13%	47%	57%
23. Mr. Vince Racosky/Western Audio Visual			17%	9%	17%	
24. Project Visitations						
1. BICEP: Jim Coleman/Forrest Miller				13%	31%	56%
2. Follow-Through Staff			17%	28%	17%	39%
25. Miss Rita Martinez/Parent Panel				16%	32%	53%
26. Dr. Edward Steirman		6%	6%	18%	24%	47%
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop				8%	8%	85%

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

3. At the completion of the workshop (I)	Yes	No
... developed additional classroom materials	100%	____
... was able to review teacher-made and commercial bilingual materials.	100%	____
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	95%	5%
... felt that this preservice workshop provided me ideas that I could implement in September.	100%	____

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 8
PERCENTAGES FOR K-3 TEACHERS ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher X Teacher Aide ____

Grade Level: X K-3 ____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

100% The goal was achieved.

____ The goal was partially achieved.

____ The goal was not achieved.

OBJECTIVES	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	88%	12%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	93%	7%	
3. To review, identify and select bilingual/ bicultural materials appropriate to grade level.	88%	12%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/ bicultural teaching techniques.	100%		
5. To gain some inderstanding from project-parents as they relate their concerns about bilingual/bicultural education.	87%	13%	

Please evaluate the consultants on the following scale:

1	Poorly Prepared with no information made available.	4	Above Average informative but needed depth
2	Below Average very little information provided.	5	Good informative and well organized
3	Adequate somewhat informative but lacked organization	6	Excellent and extremely informative

		1	2	3	4	5	6
1.	Dr. Mel Lopez			8%	8%	46%	38%
2.	Dr. Carmen Sadek		1%		13%	48%	38%
3.	Dr. Richard Barrutia				100%	(n=1)	
4.	Dr. Walter Oliver			17%		50%	33%
5.	Mr. Al Pill			2%	2%	71%	24%
6.	Mr. Jual Lezama				25%	50%	25%
7.	Mr. Warren Jones			40%		50%	40%
8.	Mrs. Janice Ulloa			20%		40%	40%
9.	Mrs. Ponce/ Antonia Armendarez	22%	11%	11%	33%		22%
10.	Mrs. Maria Martyn/Mrs. Esther Rodriguez			6%	24%	29%	41%
11.	Mrs. Lupe Escamilla			7%	20%	33%	40%
12.	Mrs. Celestina Marinez/Mrs. Marina Mosqueda Learning Center in Spanish					47%	53%
13.	Dr. Carlos Cortez			5%		24%	71%
14.	Mrs. Becky Velez/Mrs. Consuelo Acevedo					18%	82%
15.	Ms. Julie Bushard/Vera Harrison					8%	92%
16.	Mr. Warren Jones/Math Workshop					100%	(N=2)

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	___	___	___	___	50%	50%
18. Mrs. Celestina Marinez/Panel Discussion	11%	___	___	___	44%	44%
19. Al McClutchey/Santana Representative	6%	___	19%	31%	38%	69%
20. Marina Mosqueda ESL/SSL Techniques	7%	___	___	14%	43%	36%
21. Mr. Richard Ontiveros/Sequencing of Materials	___	___	___	___	50%	50%
22. Miss Diana Valenzuela/Miss Ramona Casillas	7%	___	___	15%	46%	31%
23. Mr. Vince Racosky/Western Audio Visual	___	___	20%	13%	40%	27%
24. Project Visitations						
1. BICEP: Jim Coleman/Forrest Miller	___	___	___	9%	45%	45%
2. Follow-Through Staff	7%	14%	7%	14%	21%	36%
25. Miss Rita Martinez/Parent Panel	___	13%	4%	22%	36%	17%
26. Dr. Edward Steinman	6%	___	___	6%	38%	56%
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	___	29%	___	___	14%	57%

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

At the completion of the workshop (I)	Yes	No
... developed additional classroom materials	100%	____
... was able to review teacher-made and commercial bilingual materials.	94%	6%
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	100%	____
... felt that this preservice workshop provided me ideas that I could implement in September.	100%	____

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 9
PERCENTAGES FOR 4-6 TEACHER ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher X Teacher Aide ____

Grade Level: ____ K-3 X 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

100% The goal was achieved.

____ The goal was partially achieved.

____ The goal was not achieved.

OBJECTIVES	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	80%	20%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	100%		
3. To review, identify and select bilingual/ bicultural materials appropriate to grade level.	75%	25%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/ bicultural teaching techniques.	100%		
5. To gain some inderstanding from project-parents as they relate their concerns about bilingual/bicultural education.	82%	18%	

Please evaluate the consultants on the following scale:

1 — Poorly Prepared with no information made available.

2 — Below Average very little information provided.

3 — Adequate somewhat informative but lacked organization

4 — Above Average informative but needed depth

5 — Good informative and well organized

6 — Excellent and extremely informative

	1	2	3	4	5	6
1. Dr. Mel Lopez				10%	70%	20%
2. Dr. Carmen Sadek					67%	33%
3. Dr. Richard Barrutia		10%	30%	20%	20%	20%
4. Dr. Walter Oliver				25%	75%	
5. Mr. Al Pill				43%	43%	14%
6. Mr. Jual Lezama					33%	67%
7. Mr. Warren Jones		11%	22%	11%	22%	33%
8. Mrs. Janice Ulloa			10%	20%	20%	50%
9. Mrs. Ponce/ Antonia Armendarez	20%				40%	40%
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez					50%	50%
11. Mrs. Lupe Escamilla					50%	50%
12. Mrs. Celestina Marinez/Mrs. Marina Mosqueda Learning Center in Spanish				20%	40%	40%
13. Dr. Carlos Cortez					27%	73%
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo					33%	67%
15. Ms. Julie Bushard/Vera Harrison						100%
16. Mr. Warren Jones/Math Workshop		18%	9%	45%		27%

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	___	___	___	9%	18%	73%
18. Mrs. Celestina Marinez/Panel Discussion	___	___	___	___	50%	50%
19. Al McClutchey/Santana Representative	___	___	___	22%	33%	44%
20. Marina Mosqueda ESL/SSL Techniques	___	___	___	___	50%	50%
21. Mr. Richard Ontiveros/Sequencing of Materials	___	___	___	___	44%	56%
22. Miss Diana Valenzuela/Miss Ramona Casillas	___	___	___	___	100%	___
23. Mr. Vince Racosky/Western Audio Visual	___	___	___	___	63%	63%
24. Project Visitations						
1. BICEP: Jim Coleman/Forrest Miller	___	___	9%	18%	27%	45%
2. Follow-Through Staff	11%	___	11%	22%	33%	22%
25. Miss Rita Martinez/Parent Panel	___	___	___	___	33%	67%
26. Dr. Edward Steinman	___	___	___	9%	9%	82%
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	___	___	___	20%	40%	40%

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

At the completion of the workshop (I)	Yes	No
... developed additional classroom materials	100%	
... was able to review teacher-made and commercial bilingual materials.	100%	
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	91%	9%
... felt that this preservice workshop provided me ideas that I could implement in September.	100%	

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 10
PERCENTAGE FOR K-3 TEACHER AIDES ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher _____ Teacher Aide X

Grade level: X K-3 _____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

93% The goal was achieved.

7% The goal was partially achieved.

_____ The goal was not achieved.

OBJECTIVES	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	77%	23%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	79%	21%	
3. To review, identify and select bilingual/ bicultural materials appropriate to grade level.	86%	14%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/ bicultural teaching techniques.	77%	23%	
5. To gain some inderstanding from project-parents as they relate their concerns about bilingual/bicultural education.	77%	23%	

Please evaluate the consultants on the following scale

1	Poorly Prepared with no information made available.	4	Above Average informative but needed depth
2	Below Average very little information provided.	5	Good informative and well organized
3	Adequate somewhat informative but lacked organization	6	Excellent and extremely informative

	1	2	3	4	5	6
1. Dr. Mel Lopez	___	17%	8%	8%	42%	25%
2. Dr. Carmen Sadek	___	___	___	12%	24%	65%
3. Dr. Richard Barrutia	___	___	___	33%	___	67%
4. Dr. Walter Oliver	9%	___	27%	18%	9%	36%
5. Mr. Al Pill	8%	___	8%	15%	23%	46%
6. Mr. Jual Lezama	17%	17%	___	17%	17%	50%
7. Mr. Warren Jones	34%	___	11%	11%	36%	33%
8. Mrs. Janice Ulloa	___	___	8%	18%	36%	64%
9. Mrs. Ponce/ Antonia Armendarez	33%	___	11%	11%	22%	22%
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	___	___	9%	18%	36%	36%
11. Mrs. Lupe Escamilla	___	___	___	38%	15%	46%
12. Mrs. Celestina Marinez/Mrs. Marina Mosqueda Learning Center in Spanish	___	___	___	21%	43%	43%
13. Dr. Carlos Cortez	___	8%	___	8%	___	85%
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	___	___	___	8%	15%	77%
15. Ms. Julie Bushard/Vera Harrison	___	___	___	___	25%	75%
16. Mr. Warren Jones/Math Workshop	___	___	___	___	___	100%

17.	Mrs. Barbara Sirney	___	___	___	___	50%	50%
18.	Mrs. Celestina Marinez/Panel Discussion	___	___	___	___	___	100%
19.	Al McClutchey/Santana Representative	13%	___	13%	50%	25%	___
20.	Marina Mosqueda ESL/SSL Techniques	___	___	___	10%	40%	50%
21.	Mr. Richard Ontiveros/Sequencing of Materials	___	___	___	25%	___	75%
22.	Miss Diana Valenzuela/Miss Ramona Casillas	___	___	23%	8%	54%	15%
23.	Mr. Vince Racosky/Western Audio Visual	___	___	21%	14%	7%	50%
24.	Project Visitations						
	1. BICEP: Jim Coleman/Forrest Miller	___	___	___	13%	13%	75%
	2. Follow-Through Staff	___	___	11%	33%	22%	33%
25.	Miss Rita Martinez/Parent Panel	___	___	___	___	33%	67%
26.	Dr. Edward Steinman	___	___	13%	13%	25%	50%
27.	Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	___	___	___	___	___	100%

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

	Yes	No
4. At the completion of the workshop (I)		
... developed additional classroom materials	100%	
... was able to review teacher-made and commercial bilingual materials.	100%	
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	93%	7%
	100%	
... felt that this preservice workshop provided me ideas that I could implement in September.		

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 11

PERCENTAGES FOR 4-6 TEACHER AIDES ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher _____ Teacher Aide X

Grade Level: _____ K-3 X 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

100% The goal was achieved.

_____ The goal was partially achieved.

_____ The goal was not achieved.

OBJECTIVES	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	83%	17%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	80%	20%	
3. To review, identify and select bilingual/ bicultural materials appropriate to grade level.	83%	17%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/ bicultural teaching techniques.	83%	17%	
5. To gain some inderstanding from project-parents as they relate their concerns about bilingual/bicultural education.	80%	20%	

Please evaluate the consultants on the following scale:

1	Poorly Prepared with no information made available.	4	Above Average informative but needed depth
2	Below Average very little information provided.	5	Good informative and well organized
3	Adequate somewhat informative but lacked organization	6	Excellent and extremely informative

	1	2	3	4	5	6
1. Dr. Mel Lopez	___	___	___	13%	38%	50%
2. Dr. Carmen Sadek	___	___	0%	___	___	100%
3. Dr. Richard Barrutia	___	___	33%	___	64%	27%
4. Dr. Walter Oliver	___	___	___	___	33%	33%
5. Mr. Al Pill	___	___	___	___	33%	56%
6. Mr. Jual Lezama	___	10%	___	___	10%	80%
7. Mr. Warren Jones	___	___	___	25%	63%	13%
8. Mrs. Janice Ulloa	___	___	___	___	44%	56%
9. Mrs. Ponce/ Antonia Armendarez	___	___	___	___	___	100%
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	___	___	___	___	___	100%
11. Mrs. Lupe Escamilla	___	___	___	___	___	100%
12. Mrs. Celestina Marinez/Mrs. Marina Mosqueda Learning Center in Spanish	___	___	___	___	57%	43%
13. Dr. Carlos Cortez	___	___	___	___	50%	50%
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	___	___	___	___	14%	86%
15. Ms. Julie Bushard/Vera Harrison	___	50%	___	___	___	50%
16. Mr. Warren Jones/Math Workshop	13%	___	25%	13%	50%	___

17. Mrs. Barbara Sirney	___	___	___	___	29%	57%
18. Mrs. Celestina Marinez/Panel Discussion	___	___	33%	___	___	67%
19. Al McClutchey/Santana Representative	___	___	14%	___	71%	14%
20. Marina Mosqueda ESL/SSL Techniques	___	___	33%	___	33%	33%
21. Mr. Richard Ontiveros/Sequencing of Materials	___	___	___	___	___	100%
22. Miss Diana Valenzuela/Miss Ramona Casillas	50%	___	___	50%	___	___
23. Mr. Vince Racosky/Western Audio Visual	___	___	___	___	38%	63%
24. Project Visitations						
1. BICEP: Jim Coleman/Forrest Miller	___	___	___	14%	57%	29%
2. Follow-Through Staff	___	___	___	25%	13%	38%
25. Miss Rita Martinez/Parent Panel	___	___	25%	___	33%	67%
26. Dr. Edward Steinman	___	13%	___	25%	25%	38%
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	___	___	___	33%	33%	67%

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

4. At the completion of the workshop (I)	Yes	No
... developed additional classroom materials	100%	____
... was able to review teacher-made and commercial bilingual materials.	100%	
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	100%	____
... felt that this preservice workshop provided me ideas that I could implement in September.	100%	____

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

Appendix

OFFICE OF RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

4015 LEMON STREET, P. O. BOX 868
RIVERSIDE, CALIFORNIA 92502

TELEPHONE (714) 787-2901

DON F. KENNY - Superintendent (714) 787-6311
BROOKS P. COLEMAN - Assoc. Supt., Administration & Business Services (714) 787-6158
LOUIS S. BARBER - Asst. Supt., Special Schools & Special Services (714) 787-6489
BARBARA PROVOST - Asst. Supt., Educational Services (714) 787-6300

May 23, 1974

TO: Project Unidos Staff Members

FROM: Fernando Worrell, Title VII Director

RE: 1974 Summer Preservice Workshop

We are again closing out another school year, but not without promoting Bilingual Education beyond our own classrooms. Project Unidos, during the 1973-74 school year, has sponsored various workshops, together with a highly successful Bilingual/Multicultural Conference for teachers, administrators and parents who desired additional information about Bilingual Education. Considering the change in Directors and the addition of new central staff personnel, I feel that this year has been the most productive during the four year funding history of the project in the promotion of bilingual/multicultural education. I feel that many project teachers and aides throughout the five school districts have developed confidence in developing and presenting bilingual teaching materials to our own staff as well as other teachers.

Our Parent Advisory Committee has had strong participation from four of the five school districts throughout the year. The individual school parent clubs have organized many activities under the banner of bilingual education. We are now in the final planning stages of organizing the 1974 summer preservice workshop.

This summer the focus of the preservice workshop will be DEVELOPMENT OF MATERIALS. The summer workshop will be held at University Heights Middle School in Riverside Unified School District starting on June 24 and ending July 12. Workshop leaders include Dr. Carmen Sadek, Dr. Richard Barrutia, Juan Lezama, Dr. Carlos Cortez, Dr. Mel Lopez (remember him), along with approximately 17 Project Unidos teachers giving workshops. Included in the workshop will be Project visitations from the Bicep and Follow-Through Staffs. The development of such an exciting preservice must be credited to a group of teachers and aides who formulated an advisory committee in providing me with feed-back for the design of the entire workshop. An agenda of the summer workshop outlining time, location and leaders will be sent to each teacher and aide in Project Unidos within the next two weeks. The entire preservice is open to everyone and anyone who has had an interest in bilingual/multicultural education, although only those directly involved in Project Unidos and the staff from Longfellow Elementary School will be able to receive college credits for attendance. Attendance is manditory for all

County Board of Education Members

Mary K. McOwen, President; Dr. W. Edwin Gardner; Charles V. Key; Genevieve Rutherford; John H. Sammis; Dorothy Watson; Charles Graham, Vice President

Project Unidos staff; and arrangements for non-attmedance must be cleared through the director. A stipend of $210.00 per participant will be available for Project Unidos teachers and aides.

In closing, I want to thank all teachers and aides who have spent extra time and effort in promoting bilingual education. For those teachers and aides not returning next year, we wish them the best of luck and hope they will continue to support bilingual instruction. And for those of us returning.....see you at University Heights Middle School.

Sinceramente,

Yolanda

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
4015 Lemon Street/P.O. Box 868
Riverside, CA. 92502

Name: _____
Indicate teach yr/grade

_____
school/district

NEED ASSESSMENT SURVEY

STRUCTURE FOR 1974 SUMMER WORKSHOP

In order to better structure our summer workshop to your individual needs, please complete the following statements:

1. I am a 1st 2nd 3rd 4th 5th year teacher in Project Unidos.
circle one

2. I would like to see a 1 2 3 4 5 week workshop this summer.
circle one

3. My suggestion for the summer workshop starting date is
_____ and ending on _____.
month and day month and day

4. Four areas that I feel should definitely be included in our summer workshop are the following:

A. _____

B. _____

C. _____

D. _____

E. _____

5. Four areas that I feel would be a waste of time and should NOT be included in the summer workshop are the following:

A. _____

B. _____

C. _____

D. _____

6. I would like to see us bring in consultants (specialists) in the following areas:

_____ _____ _____

7. I would like to see us use some of our own teachers as possible consultants in the following areas: _____ _____

_____ _____ _____

8. I would be willing to conduct a workshop for _____ days this summer in the following area: no. of days

_____ _____
area your signature

10. If you were to be the person responsible for structuring the workshop, what general plan would you like to see being used (state time of day you would start and end, also some idea as to having teachers and aides be together or seprate for instruction, etc.

11. Please state any other idea or concern relating specifically to the summer workshop:

DEADLINE DATE MARCH 15

The following items were taken from the questionnaire sent to Title VII teachers and aides. It is reflected of pre-service summer workshop needs and necessary for its planning. Some grouping has been done for each question.

2. I would like to see a 1 2 3 4 5 week workshop this summer.

Priority Ranking

1st. 3 weeks
2nd. 2 weeks
3rd. 4 weeks

3. My suggestion for the summer workshop starting date and ending date.

June 15 - July 15 = 4 weeks
June 17 - July 19 = 4 weeks
June 17 - July 5 = 3 weeks
June 17 - June 28 = 2 weeks
6 - 17 June 28 = 1 weeks
June 15 - July 7 = 3 weeks
June 24 - July 26 = 5 weeks
June 24 - July 5 = 2 weeks
June 24 - July 6
June 24 - July 12 = 3 weeks
July 1 - July 12 = and 3 weeks for new teachers and aides

4. Four areas that I feel should definitely be included in our summer workshop.

Cultural

1. Dancing
2. Cultural Unit Ideas
3. Traditional Mexican Art Forms
4. Music for Classroom:Spanish Songs and Anthology
5. Cultural Units
6. Cultural Art Ideas (not just Mexican)

E.S.L.

1. ESL Activities
2. Develop the H-200 Activities and Train Aides
3. H-200

Testing and Evaluation

1. Objectives and Tests
2. Criterion Objectives and Tests
3. Spanish Tests Need to be Reviewed Again
4. Review of our Objectives and Tests
5. Review of Testing Material

Materials Development

1. Making Games and Materials
2. Show and Tell of Teacher Made Plans and Material
3. Including Worktime to Prepare Learning Center Material

Spanish

1. Time to Work on Publishing Our Own Materials for Title VII
2. Time to Work Together (Teacher and Aide) to Plan an Overview or Long Range Objectives and Goals in Spanish
3. Teachers and Aides Given Lessons on Correct Spanish Usage
4. From Our Staff, Choose Curriculum Writers, Especially for Spanish Lessons
5. Development of Games in Spanish Activities Mainly
6. Develop a List of Reading Skills for Spanish Reading

Teaching Spanish Reading

1. Teaching Spanish Reading
2. Put Together a Continuing Program for Teaching Spanish (to Spanish and Anglo Children) from K - to Whatever We Have in the Project
3. Use of Materials ie., Spanish Role Kit

Math

1. Math Concepts 1-6
2. Math Instruction in Spanish
3. Modern Math for Aides
4. Some Metric System Instruction:English and Spanish

Miscellaneous

1. Sharing Bilingual Reading Approaches and Activities
2. Someone to Teach Games and Songs
3. Curriculum Planning within the School
4. Return of Juan Lezama, Galvez
5. Time for Planning on a per school basis
6. Return of fellow with "center" material
7. Learning Games
8. Bilingual Reading Activities
9. From our staff, choose a group of teachers for "Games for L.A. and Math"
10. Dual-Language Approach
11. Ways to include entire school in Bilingual-Bicultural Activities
12. Creative Writing-Roach Van Allen and Others
13. More Language Techniques-Spanish and English
14. Develop a Complete Program with the Language Master in Spanish and English
15. Phonetic Course in English Reading
16. Parent and Community Involvement
17. More Constructive Ideas for Language Center Equipment (Language Master, etc.)

5. Four areas that I feel would be a waste of time and should NOT be included in the summer workshop.

1. Linguistics
2. Dual Model Approach
3. Learning Centers for K-3
4. Sensitivity Training
5. Academic Linguistic
6. Community Involvement
7. Inquiry Methods

8. Long Meetings and Discussion
9. Films
10. Teachers should begin classes first thing, instead of waiting for speaker to introduce the morning
11. Testing
12. Chicano Revolution (drummed to death)
13. How about Universal Ideas for People, all Cultures living together
14. Sutherland Materials
15. Structural Analysis of Spanish
16. Linguistics for Speech Therapist
17. Two days of reviewing new material
18. No more Math Instruction
19. No more Linguistic Instruction except perhaps for incoming teachers and aides

6. <u>I would like to see us bring in consultants (specialists) in the following areas</u>.

1. Jim Coleman: Games
2. Bob Prutsman: Dramatics:Creative Ideas for Learning Centers
3. Avon Gillespie: Music
4. Ways to effectively teach ESL and SSL
5. Marilyn Bramley
6. Javier Galvez
7. Joe Gray
8. Reading
9. Educational Games
10. Juan Lezama: Dual Model
11. Linguistics
12. Dr. Chalmer-Math (UCR)
13. Testing
14. Teaching Spanish Reading
15. Janov-Primel Esalin Institite Pep.
16 Van Schiver
17. Olga Ponce Fungerson: Mexican Art

7. I would like to see us use some of our own teachers as possible consultants in the following areas:

1. Reading: English and Spanish
2. Unit and Center Development -Chenta Quintana,Marina Mosqueda
3. Learning Centers
4. Cultural Units
5. Reading Specialist
6. Teacher Made Games
7. Centers, Games, Rhythms
8. Games
9. Parent-Relationships
10. Reading Materials-Spanish Lessons
11. Development of Curriculum
12. Spanish Games
13. How to use the Dual Model Approach
    For benefit of Anglo teachers, specific information on differences in value between Chicano and Anglo Cultures, perhaps implemented by role-playing among ourselves.

8. I would be willing to conduct a workshop this summer:

1. Barbara Sirney:Upper Grade Learning
2. Julie Bushard
3. Wanda Sotelo
4. Maria Martyn:Writing and Reading Materials in Spanish

10. If you were to be the person responsible for structuring the workshop, what general plan would you like to see being used (state time of day you would start and end; also some idea as to having teachers and aides together or seperate for instruction, etc.

1. 8:00 - 12:00 (Aides & Teachers together) Over 5 weeks. If additional time is necessary for workshops for teachers only or for aides only, this could be done in afternoons.

2. 8:00 - 12:30 By afternoon it's hot, we're tired and little is accomplished.

2.	8:00 - 12:30	For most part, aides work in some areas as teachers so would need similar exposure.
3.	8:00 - 2:00	(Bring sack lunches) Teacher and aide should attend together.
3.	8:00 - 2:00	With ½ hour break for lunch. Teachers and aides together.
4.	8:00 - 3:00	M.T.W.T.F. University Credit 5-8 Units Amphasis on methods and procedures, methods on how to fully utilize the services of an aide.
5.	8:30 - 2:00	Small group work: some with teachers and aides, others just teachers. When a large group assembles it is most difficult to get anything accomplished.
6.	8:30 - 3:00	Teachers and aides together
7.	8:30 - 3:30	Teachers and aides should be exposed to the same materials and instruction, but perhaps you could use an hour for a "rap" session where the teachers and aides could talk about how to have a better relationship with each other.
7.	8:30 - 3:30	Teachers and aides should work together for planning. We should be given time to plan our daily schedule, time block, etc. Other's ideas would be very valuable to me.
8.	8:30 - 12:30	Doesn't make any difference to me whether seperate or together.
9.	9:00 - 2:00	One 15 minute break in the morning, 45 minutes for lunch. All time should be used productively (no long introduction of speaker, explanations down to last detail of itinerary of day, etc. Choice of activities-aide and teacher should decide whether or not they want to be together. Have upper grade activities included this year. Have different things to do in one day. This idea of dealing with one concept per day is stifling and a waste of time. If a company is to bring in a product of theirs, have them demonstrate it and

tell how to use it. I'm tired of seeing all these "wonder gadgets" but not knowing what the Sam Hill they'd be effective for. If you could make the summer workshops as effective and interesting as the Inservice Day of 2.27, the two weeks could really be productive.

10. 10: - 2:30 Provided the room is air conditioned. Aides and Teachers together in a real equal basis situation. Workshops with very little lecture and much actual participation of members of workshop.

11. Please state any other idea or concern relating specifically to the summer workshop.

1. Practical please-with ideas and materials prepared for September.

2. We need more workshop time to prepare our projects; less time for just sitting and writing.

3. 4 weeks long. 8-12 daily.

4. Have teachers and aides sign up for a subject area. Eg. reading and have those people run a reading booth. Others will be in charge of other booths. Then in an all day session (Saturday), have a share the wealth day just among the Title VII people. We can rotate among the booths and gain and exchange ideas.

5. Designate 1 week for writing up maerials for publication. Teachers and aides work together. Have a list of ideas or units for publication and let people sign up for what they want. Eg., (a) Cinco de Mayo (b) Diez y seis de Septiembre (c) Comparing Washington e Hidalgo (d) Comparing Lincoln y Juarez, etc.

6. Designate a day or two to work on all the ideas we obtained from the share the wealth day or from the consultants.

7. 7. I feel teachers and aides should work together and plan together!

8. Specialist should present classes which are relevant to the bilingual classroom.

9. Materials and time to develop teaching materials that are vital, adaptive and creatively stimulating.

10. Spend one afternoon shortening the # of objectives in our tests. Select 10 basic skills in each academic area and make sure the children master them.

11. Have Javier Galvez for half a day to teach some simple dances.

12. I don't feel that the workshops should last more than two weeks.

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher _____ Teacher Aide _____

Grade Level: _____ K-3 _____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

_____ The goal was achieved.

_____ The goal was partially achieved.

_____ The goal was not achieved.

OBJECTIVES	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.			
2. To develop additional classroom materials relative to bilingual/multicultural education.			
3. To review, identify and select bilingual/ bicultural materials appropriate to grade level.			
4. To utilize expertise of project teachers in presenting workshops in bilingual/ bicultural teaching techniques.			
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.			

Please evaluate the consultants on the following scale:

1	Poorly Prepared with no information made available.	4	Above Average informative but needed depth
2	Below Average very little information provided.	5	Good informative and well organized
3	Adequate somewhat informative but lacked organization	6	Excellent and extremely informative

	1	2	3	4	5	6
1. Dr. Mel Lopez	___	___	___	___	___	___
2. Dr. Carmen Sadek	___	___	___	___	___	___
3. Dr. Richard Barrutia	___	___	___	___	___	___
4. Dr. Walter Oliver	___	___	___	___	___	___
5. Mr. Al Pill	___	___	___	___	___	___
6. Mr. Jual Lezama	___	___	___	___	___	___
7. Mr. Warren Jones	___	___	___	___	___	___
8. Mrs. Janice Ulloa	___	___	___	___	___	___
9. Mrs. Ponce/ Antonia Armendarez	___	___	___	___	___	___
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	___	___	___	___	___	___
11. Mrs. Lupe Escamilla	___	___	___	___	___	___
12. Mrs. Celestina Marinez/Mrs. Marina Mosqueda Learning Center in Spanish	___	___	___	___	___	___
13. Dr. Carlos Cortez	___	___	___	___	___	___
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	___	___	___	___	___	___
15. Ms. Julie Bushard/Vera Harrison	___	___	___	___	___	___
16. Mr. Warren Jones/Math Workshop	___	___	___	___	___	___

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	___	___	___	___	___	___
18. Mrs. Celestina Marinez/Panel Discussion	___	___	___	___	___	___
19. Al McClutchey/Santana Representative	___	___	___	___	___	___
20. Marina Mosqueda ESL/SSL Techniques	___	___	___	___	___	___
21. Mr. Richard Ontiveros/Sequencing of Materials	___	___	___	___	___	___
22. Miss Diana Valenzuela/Miss Ramona Casillas	___	___	___	___	___	___
23. Mr. Vince Racosky/Western Audio Visual	___	___	___	___	___	___
24. Project Visitations						
1. BICEP: Jim Coleman/Forrest Miller	___	___	___	___	___	___
2. Follow-Through Staff	___	___	___	___	___	___
25. Miss Rita Martinez/Parent Panel	___	___	___	___	___	___
26. Dr. Edward Steinman	___	___	___	___	___	___
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	___	___	___	___	___	___

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

3. At the completion of the workshop (I)

	Yes	No
... developed additional classroom materials	____	____
... was able to review teacher-made and commercial bilingual materials.	____	____
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	____	____
... felt that this preservice workshop provided me ideas that I could implement in September.	____	____

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOL OFFICE

PRESENTS

1974 PRESERVICE SUMMER WORKSHOP ON BILINGUAL/MULTICULTURAL EDUCATION

GENERAL INFORMATION

I would like to extend a welcome from Dr. Don Kenny, Riverside County Superintendent, to all staff members representing Project Unidos and visitors to the 1974 Summer Preservice Workshop on Bilingual/Multicultural Education. Below is outlined pertinent workshop information which will assist participants better understanding the structure of the workshop.

Fernando Worrell
Workshop Coordinator

GOAL:

To further develop instructional methods and materials relevant to Bilingual/Multicultural Education.

OBJECTIVES

1. To provide consultants within specialized fields to assist classroom teachers in better implementing bilingual education.

2. To develop additional classroom materials relative to bilingual/multicultural education.

3. To review, identify and select bilingual/bicultural materials appropriate to grade level.

4. To ulilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.

5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.

COLLEGE COURSE CREDIT

There will be a total of 8 quarter units of college credit for the summer workshop. Only Project Unidos and Longfellow Elementary school staff can register for the credit. Course description can be found on pages 18 and 19.

LOCATION:
AND
HOST

University Heights Middle School
Riverside Unified School District
Mr. Ray Berry, District Superintendent
1155 Massachusetts Avenue, Riverside, California 92507
Telephone: (714) 781-2448
(Map can be located on page 16)

SPONSOR:

Riverside County Superintendent Office
Bilingual Education: Project Unidos
Fernando Worrell, Program Director
P.O. Box 868, Riverside, California 92502
Telephone: (714) 787-2507

DATES OF PRESERVICE:

June 24 through July 12
Excluding July 4

INSTRUCTIONAL DAYS:

A total of 14 instructional days

MASTER DAILY AGENDA

8:30 - 10:00 - Workshops

10:00 - 10:20 - Morning Break

10:20 - 12:00 - Workshops

12:00 - 12:30 - Lunch

12:30 - 2:30 - Afternoon Workshops

NOTE: Due to the tremendous amount of information to be presented, all workshops will adhere to the time schedule.

LUNCH

It is strongly recommended that all workshop participants plan to "brown bag it" during the 14 days. Since only 30 minutes have been designated for a lunch period, there will be fresh coffee y pan dulce available.

MATERIAL DEVELOPMENT CENTER

The Material Development Center located in Room 103 is designed to allow workshop participants an opportunity to develop bilingual instructional materials. It is strongly recommended that teachers not directly involved in Project Unidos provide their own supplies for the development of such materials. There will not be any restriction on the use of the equipment located in the Materials Development Center.

AGENDA AND CALENDAR OF ACTIVITIES FOR THE
1974 SUMMER PRESERVICE TRAINING WORKSHOP
ON BILINGUAL BICUTURAL EDUCATION

WEEK OF: June 24 through June 28

DATE	TIME	
MONDAY, JUNE 24	8:30 - 9:35	MAIN LIBRARY: MR. FERNANDO MORRELL Director: Bilingual Education Program Riverside County Schools. TOPIC: Welcome all participants and explain the structure of the 1974 Summer Preservice Workshop.
	9:35 - 10:00	MR. RON JONES: Director Extension Credit California State University at San Bernardino. TOPIC: Mr. Jones will explain and answer questions concerned with the college credit being offered during the summer workshop.
	10:00 - 11:00	ROOM 115: FERNANDO MORRELL During this time project particpants can register for college credit for Morning course only.

DATE	TIME	K-3 AREAS OF CONCENTRATION 4-6
	10:00 - 11:00	ROOM 102: RICHARD OLIVEROS During this time project teachers should pick up notebooks.
	11:00 - 12:00	MAIN LIBRARY: DR. MEL LOPEZ Professor at Covell College in California and past Director of Project Unidos (1970-71) TOPIC: "Bilingual Bicultural Education as a Viable Educational Alternative."
	12:00 - 12:30	Lunch
	12:30 - 1:30	ROOM 115: FERNANDO MORRELL This period is for project participants wanting to register for Afternoon Extension Credit ONLY.
	1:30 - 2:30	Preparation and orientation for workshop participants. This time is availabe for teachers to familarize themselves with facilities and clear up any questions.

TUESDAY, JUNE 25	8:30 - 12:00	K-3 AREAS OF CONCENTRATION 4-6	
		ROOM 115: DR. CARMEN SADEK: Associate Professor in Department of Spanish University of Southern California. TOPIC: The concentration will be in methodology of teaching Spanish as a second language. DR. SADEK will concentrate on the K-3 level.	ROOM 102: DR. RICHARD BARRUTIA: Associate Professor of U.C. Irvi TOPIC: A concentrated workshop in methods an techniques in teaching Spanish as a second language. All New Project Teachers Should Attend This Workshop.

DATE	TIME		
	12:30 - 2:30	ROOM: 101 DR. WALTER OLIVER : Chairman of Spanish Department, California State University, San Bernardino. SPANISH COURSE A spanish course designed for a classroom teacher who has Spanish speaking youngsters in the classroom. The course will be designed around conversational Spanish vocabulary building, and ultimately the production of a teacher Spanish-English Vocabulary Dictionary.	
		K-3 AREA OF CONCENTRATION	4-6
	12:30-2:30	ROOM 115: MR. AL PILL Consultant; Fullerton State University; Bilingual Multicultural Program. TOPIC: MR. PILL will exhibit and demonstrate cultural packages specifically for the K-3 grade levels.	
WEDNESDAY, JUNE 26	8:30 - 12:30	ROOM 102: MR. JUAN LEZAMA : Consultant, Intercultural Design Bilingual Program, Placer County. TOPIC: The Duel Model of instruction. This workshop will be devoted totally to questions and answer period about the duel model.	ROOM 115: MR. WARREN JONES: Teacher in Project Unidos Bilingu Program; Corona Unifie School District. TOPIC: Classroom strategies in teaching Spanish as a second language. We hope to stimulate good interaction and

DATE	TIME	K-3 AREAS OF CONCENTRATION	4-6
			sharing of ideas between teachers. THIS WORK SHOP WILL BE FROM 8:30 - 10:00 ONLY. All New Project Teachers Should Attend This Workshop.
			ROOM 115: MRS JANICE ULLOA: Classroom Teacher Project Unidos; Perris Elementary School District. TOPIC: Janice will teach dancing to all in attendance. She will provide worksheets for each dance she introduces in the workshop. THIS WORK-SHOP WILL BE FROM 10:20-12:00 ONLY. All New Project Teachers Should Attend This Project.
	12:30 - 2:30	ROOM 115: MRS. PONCE and MRS. ANTONIA ARMENDARIA. Resource teachers in the Pasedena and Coachella Unified School Districts Respectfully. TOPIC: Arts and Crafts which are relevant to K through 3rd grade teachers.	ROOM 102: MR. AL PILL Consultant; Fullerton State University Bilingual Program TOPIC: Cultural packages for implementation into a 4th, 5th, or 6th grade classrooms.

DATE	TIME	K-3 AREA OF CONCENTRATION	4-6
THURSDAY, JUNE 27	8:30 - 12_00	ROOM 115: DR CARMEN SADEK Associate Professor, Department of Spanish: University of Southern California. TOPIC: Carmen will continue her workshop in S.S.L. with monitoring of teacher-developed lesson plans and materials.	ROOM 102: DR. RICHARD BARRUTIA: Associate Professor U. C. Irvine. TOPIC: Dr. Barrutia will continue his workshop in S.S.L. with monitoring of teacher-developed lesson plans and materials. All New Project Teachers Should Attend This Workshop.
	12:30 - 2:30	ROOM: 101 DR. WALTER OLIVER: Chairman of Foreign Languages and Literature Department: California State College at San Bernardino. SPANISH COURSE	ROOM 115: MRS. POWER and MRS. ANTONIA ARMENDARIZ Resource Teachers in the Pasedena and Coachella Unified School Districts Respectfully. TOPIC: Culturally relavent arts and crafts ideas for 4th, 5th, and 6th grade teachers.
	2:30 - 5:00		ROOM 102: MR. JUAN LEZAMA: Consultant Intercultural Design Bilingual Program Placer County. TOPIC: This workshop will be devoted entirely to question and answers about the Duel Model.

DATE	TIME	K-3 AREA OF CONCENTRATION 4-6	
FRIDAY, JUNE 28, 1974	8:30 - 12:00	ROOM 115: MRS. MARIA MARTYN: Bilingual Project Unidos Program; Perris Elementary School District and MRS. ESTHER RODRIGUEZ, Teacher, Bilingual Program; Riverside Unified School District. TOPIC: Spanish Reading for the Spanish speaker and the Spanish Reading for the English dominate child. This workshop will be held from 8:30 to 10:00 only. ROOM 115: MRS. LUPE ESCAMILLIA: Instructional Assistant; Project Unidos Bilingual Program; Riverside School District TOPIC: Teaching Spanish reading to the Spanish speaker.	ROOM 102: MRS. JANICE ULIBA: Teacher, Project Unidos Bilingual Program; Perris Elementary School District. TOPIC: Dances fr from Mexico. New Teachers Should Attend This Workshop.

DATE	TIME	
FRIDAY, JUNE 28	12:30 - 2:30	ROOM 102 FERNANDO MORRILL: Director Project Unidos Bilingual Education Riverside County Schools: TOPIC: This workshop is for NEW PROJECT TEACHERS ONLY. It is a basic orientation to the role of the County School office in administrating the Bilingual Education Program.
	K-3 AREA OF CONCENTRATION 4-6	ROOM 115: MRS. CELESTINA MARTINEZ, Teacher in Project Unidos Bilingual Program: Riverside Unified School District; MRS. MARINA MOSQUEDA: Teacher Project Unidos Bilingual Program, Corona Unified School District. TOPIC: This workshop will be devoted to demonstration and usage of learning games in Spanish.

WEEK OF: July 1 through July 5

DATE	TIME		
MONDAY, JULY 1	8:30 -10:00	MAIN LIBRARY: DR. CARLOS CORDIS, Chairman; Chicano Studies; University of California Riverside Campus. TOPIC: "Multicultural Education Within an Elementary School Curriculum."	
		K-3 AREA OF CONCENTRATION	4-6
	10:20 - 12:00	ROOM 115: MRS. BECKY VELEZ AND MRS. CONNIE ACEVEDO. Teachers in Project Unidos Bilingual Program Corona Unified School District TOPIC: Both Connie and Becky will present some practical ideas in teaching Mexican culture. This Workshop Will Be Held From 10:20 to 12:00 Only.	ROOM 102: MR. WARREN JONES: Project Unidos Bilingual Program Teacher; Corona Unifie School District. TOPIC: Teaching techniques for teaching Mathematics to the Spanish speakin dominant child.
	12:30 - 2:30	SPANISH COURSE : DR OLIVER Room: 101	
		K-3 AREA OF CONCENTRATION	4-6
		ROOM 115: MS. JULIE BUSHARD Teacher; Project Unidos Bilingual Program; Alvord Unified School District, and VERA HARRISON; Teacher Project Unidos Bilingual Program; Corona Unified School District. TOPIC: This workshop will give K-3 teachers excellent ideas on implementing an open classroom within bilingual setting.	ROOM 102: BARBARA SIRNEY: Teacher, Project Unidos Bilingual Program Alvord Unified School District. TOPIC: Initiating lear ing centers in a 4th, 5th, and 6th grade classrooms

DATE	TIME	
		ROOM: 104 TOPIC: "How in the World do I Organize my Room??" ALL NEW TEACHERS MUST ATTEND THIS WORKSHOP
		K-3 AREA OF CONCENTRATION 4-6
TUESDAY, JULY 2	8:30 - 12:00	ROOM 102: DR. RICHARD BAMATTRE: Associate Professor at U.C. Irvine TOPIC: This workshop will be devoted to E.S.L. techniques and methodology. ROOM 115: AL McCLATCH Santillana Representative. TOPIC: Will supply materials for display Al will be giving a workshop on the scope and sequence of Santillana materials. This workshop will be divided into one K-3 section and one 4-6 section.
	12:30 - 2:30	MAIN LIBRARY: MR. JIM COLEMAN and MR. FORREST MILLER, Consultants, San Bernardino County School Office, Director Bicep Project. TOPIC: Jim and Forrest will share developed bilingual materials in Mathematics and Language Arts.
WEDNESDAY, JULY 3	8:30 - 12:00	ROOM 115: DR. CARMEN SADEK, Associate Professor in Department of Spanish, University of Southern California. TOPIC: Carmen will concentrate on E.S.L. techniques specifically focused for K-3 grade levels. ROOM 102: AL McCLAT Santillana Publishin Representative. TOPIC: Will supply materials for displa His consultant will giving a workshop on the scope and sequen of Santillana materi This workshop will b

DATE	TIME	K-3 AREA OF CONCENTRATION	4-6
			divided into one K-3 section and one 4-6 section. All New Teachers Must Attend This Workshop.
	12:30 - 2:30	MAIN LIBRARY: MR. JIM COLLETTI and FORREST MILLER, Consultants, San Bernardino County School Office; Director Bicent Project. TOPIC: Jim and Forrest will share developed bilingual materials in Mathematics and Language Arts.	
THURSDAY, JULY 4		DIA DE VACACIONES!!!!!	
FRIDAY, JULY 5	8:30 - 12:00	MAIN LIBRARY: MS. RITA MARTINEZ, Community School person for Project Unidos Bilingual Program; Riverside County Superintendent of Schools Office. TOPIC: The workshop will be a panel of parents and community persons involved in Bilingual education. The objective of this workshop will be to have the parents discuss, with the entire workshop staff, concerns revolved around improving School-Community Relations. A list of participating parents can be found in the back of this agenda on page 14	
	12:30 - 2:30	SPANISH COURSE : DR. OLIVER ROOM 101	
		K-3 AREA OF CONCENTRATION	4-6
		ROOM 115: ESTHER RODRIGUEZ Teacher, Project Unidos Bilingual Program; Riverside Unified School District. MARINA MOSQUEDA; Teacher Project Unidos Bilingual Program, Corona Unified School District. TOPIC: A workshop devoted to E.S.L. and S.S.L. techniques.	ROOM 102: RICHARD ONTIVEROS; Resource teacher; Project Unidos Riverside County Superintendent of Schools Office. TOPIC: This workshop will be focused on the sequencing of materials for the 4-6 grade levels

WEEK OF: July 8 through July 12

DATE	TIME		
MONDAY, JULY 8	:30 - 10:00	MAIN LIBRARY: GUEST SPEAKER: DR. ED STEINMAN Lawyer of: Lau vs Nichols Supreme Court Decision and Professor; Santa Clara University Law School. TOPIC: "Lau vs Nichols: What does it Mean to Bilingual Education?"	
		K-3 AREA OF CONCENTRATION	4-6
	10:20 - 12:00	ROOM 102: JOY ORTIZ, Teacher Project Unidos Bilingual Program; Elsinore Elementary School District; and DIANE VALENZUELA, Teacher, Project Unidos Biligual Program, Riverside Unified School District. TOPIC: Use and implementing of the Southernland Program: A cultural approach.	ROOM 115: VINCE RACOSKY: Representativ from Western Audio-Visual. TOPIC: Vince will hol a short session on car and maintenance of A-V equipment and ther go into a longer secti on how to use the machinery more efficiently. He will have the participants actually using the machinery in recordin and making of records
TUESDAY, JULY 9	8:30 - 12:00	ROOM 115: VINCE RACOSKY Representative from Western Audio-Visual. TOPIC: Vince will hold a short session on care and maintenance of A-V equipment and then go into a longer section on how to use the machinery more efficiently. He will have the participants actually using the machinery in recording and making of records.	ROOM 102: PANEL OF 4-6 GRADE LEVEL PROJECT UNIDOS TEACHI TOPIC: A brainstormi session involving Locks on the subject organizing the school day. Answering questions as "What to teach and when?"

DATE	TIME	
		ROOM: 104 RICHARD ORTIVEROS, Resource Teacher, Project Unidos Bilingual Program. FOR NEW TEACHERS ONLY TOPIC: Dick will discuss available bilingual materials. The focus being the sequencing of all classroom materials. Dick will discuss the format used for ordering all materials. FOR NEW TEACHERS ONL
	12:30 - 2:30	MAIN LIBRARY: Staff visitation from Follow-Through Project in Cucamonga School District. TOPIC: This workshop will allow workshop participants to share ideas and materials with the Follow-Through Project.
WEDNESDAY, JULY 10	8:30 - 12:00	ROOM 115: PARENT WORKSHOP: VERA HARRISON and LUCILLE ARMADA, Teacher and teacher assistant in Project Unidos Bilingual Program, Corona Unified School District; ESTHER RODRIGUEZ and ELSIE SOMA, Teacher and teacher assistant in Project Unidos Bilingual Program, Riverside Unified School District TOPIC: Vera, Lucille, Esther, and Elsie will conduct a workshop for parents in Reading, Mathematics, and Learning Centers, to show how parents can help in the classroom as Volunteer Aides.
	12:30 - 2:30	ROOM 102: Staff visitation by Follow-Through Staff TOPIC: This workshop will allow workshop participants to share ideas and materials with the Follow-Through Project.
		K-3 AREA OF CONCENTRATION 4-6
THURSDAY, JULY 11	8:30 - 12:00	ROOM 115: Review of Workshop Developed Materials. TOPIC: This workshop will enable all K-3 teacher and instructional aids to "share and tell" the materials they had developed during the workshop.
		ROOM 102: Review of Workshop Developed Materials. TOPIC: This workshop will enable all K-3 teachers and instruct-ional aids to "share an tell" the materials the had developed during th workshop.

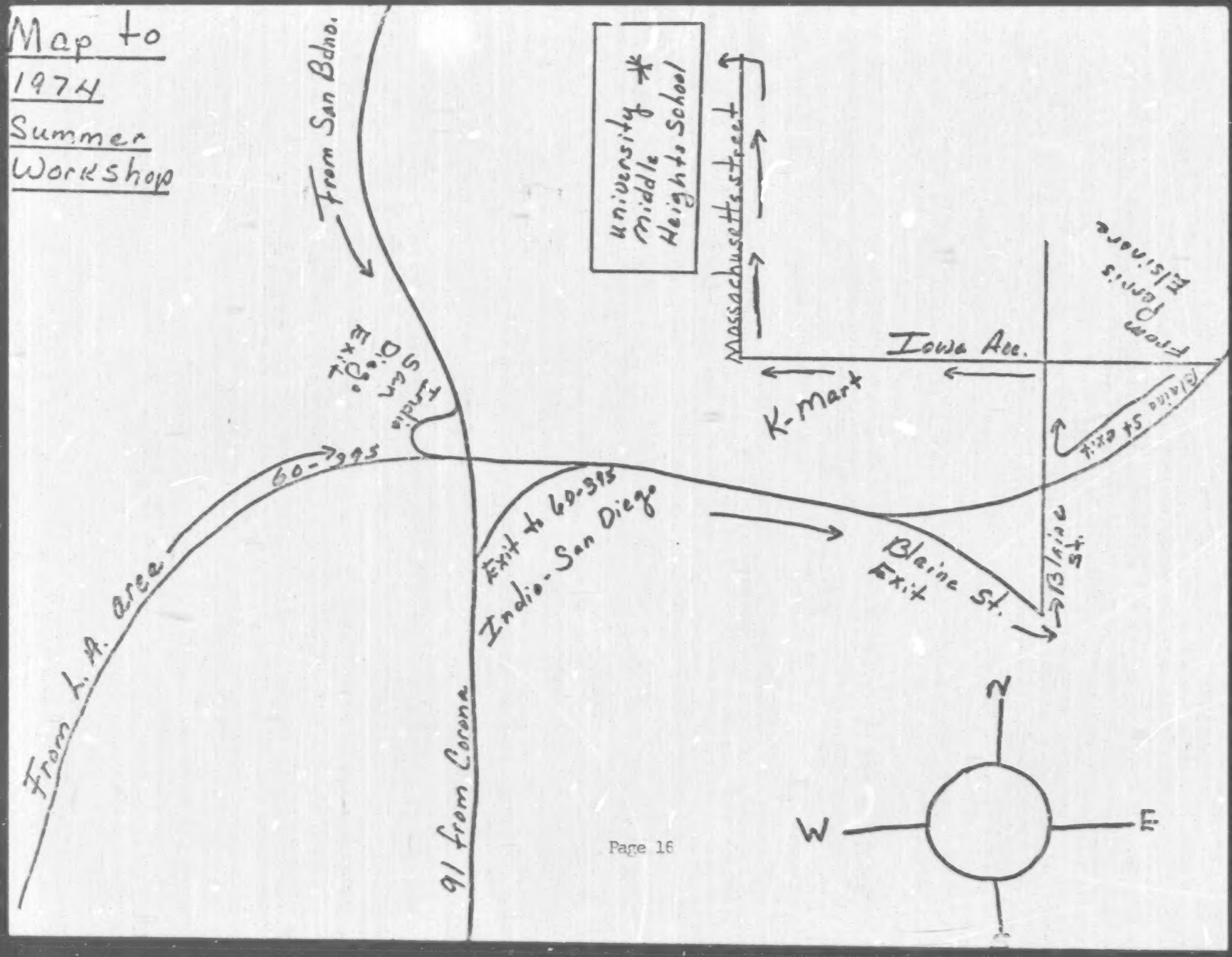
DATE	TIME	
	12:30 - 2:30	ROOM 101 SPANISH COURSE: DR. WALTER OLIVER, Chairman of Foreign Languages and Literature Department, California State University at San Bernardino.
FRIDAY, JULY 12	8:30 - 12:00	MAIN LIBRARY: PRODUCTS AND PROCESS DAY TOPIC: The sharing of any innovative, creative and stimulating processes and products will be demonstrated to the entire staff.
	12:30 - AL FIN	LUNCH AND WRAP-UP SESSION: This will be used to fill-out workshop EVALUATION FORMS and help Dick and Rita clean-up University Heights Middle School !!!!!!!

List of Parents Involved in
The July 5 Workshop

ALVORD DISTRICT	La Granada School	Mrs. Stahl and Mrs. Swick
CORONA-NORCO DISTRICT	Garretson School	Bernadette Watts
	Lincoln School	Mr. and Mrs. Jacobson Lois Charles
ELSINORE UNION SCHOOL DISTRICT	Elsinore School	Evvy Jordan and Nancy Rice
PERRIS SCHOOL DISTRICT	Goodhope School	Mrs. Rodri[illegible]
	Perris Primary	Mrs. Laylander and Mrs. Howlett
RIVERSIDE SCHOOL DISTRICT	Highgrove School	Carol Burns; Carry Glaze; Terry Garza; Janet Aboytes
	Jackson School	Pam Russell; Dan Macias; Ruby Macias Florencio Mendosa; Olga Priajo
	Washington School	Barbara Carricuburru and Molly Outlaw
CASA BLANCA COMMUNITY PERSON		Richard Roa
EASTSIDE COMMUNITY PERSON		Jesse Reyes

List of Teachers, Teacher Assistant and Administrators Serving on the 1974 Summer Pre-Planning Committee

Chenta Quintana	Teacher	Lincoln School; Corona-Norco Unified School District
Aurora Gonzalez	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Marina Mosqueda	Teacher	Lincoln School; Corona-Norco Unified School District
Raquel Pino	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Vera Harrison	Teacher	Lincoln School; Corona-Norco Unified School District
Lucille Ahumada	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Tina Marinez	Teacher	Jackson School; Riverside Unified School District
Warren Jones	Teacher	Garretson School; Corona-Norco Unified School District
Mr. Ignacio Alfaro	Principal	Longfellow Elementary School; Riverside Unified School District
Mr. Armando Lopez	Administrative Assistant	Riverside Unified School District


Map to
1974
Summer
Workshop
From San Bdno.
University * Middle Heights School
Massachusetts street
Iowa Ave.
From Perris Fisinore
K-Mart
Indio Exit
Main St exit
60-395
From L.A. area
Exit to 60-395 Indio-San Diego
Blaine St. Exit
Blaine St.
91 from Corona
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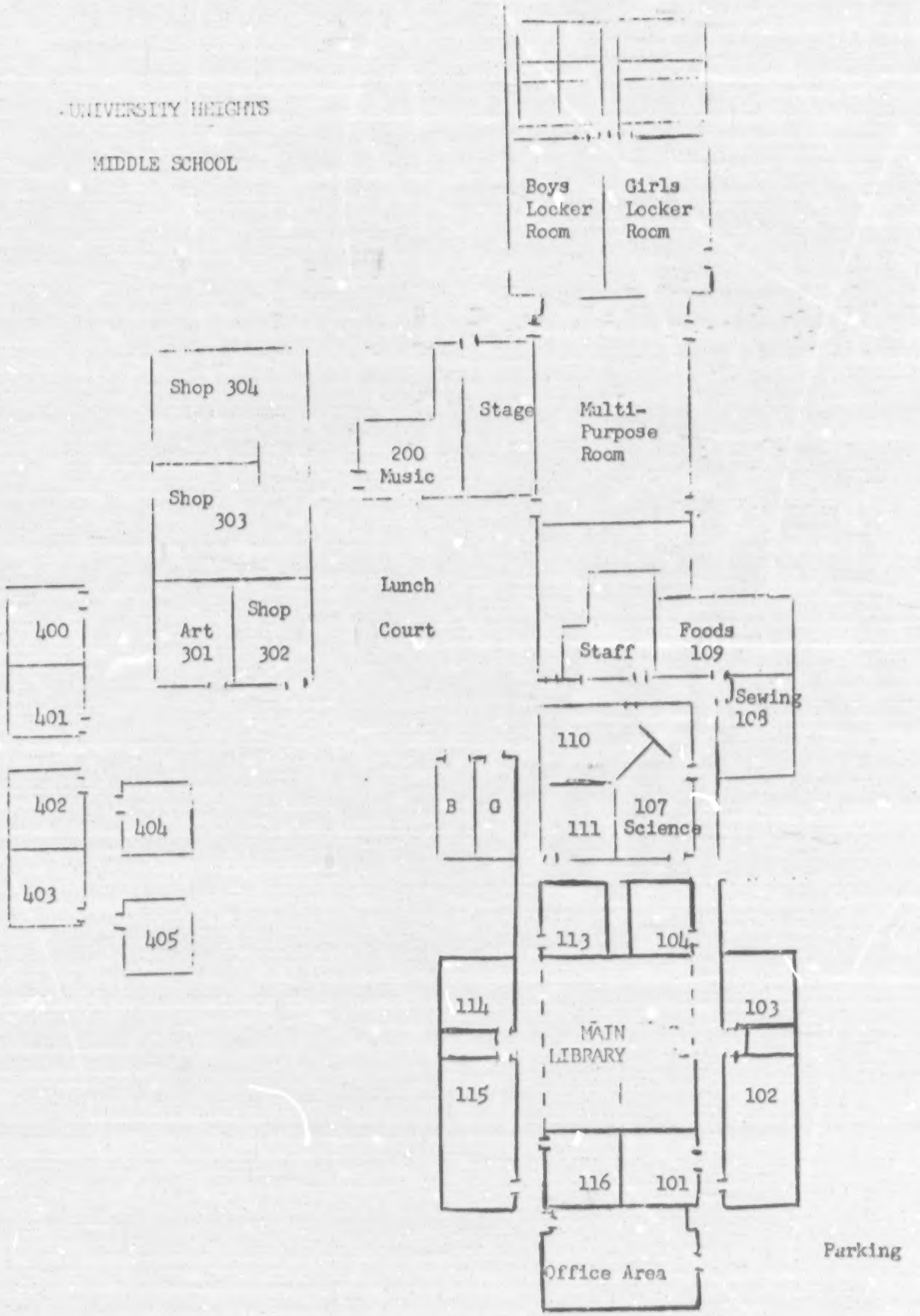
UNIVERSITY HEIGHTS

MIDDLE SCHOOL



BILINGUAL/BICULTURAL SUMMER WORKSHOP

EXTENSION CREDIT INFORMATION

This summer the Bilingual Program will again offer extension credit through Cal State San Bernardino. Below is a list courses and the times they will be offered.

COURSE TITLE: Implementing Bilingual Bicultural Education

COURSE NUMBER: Ed. X541

CREDIT: 5 quarter units of 3 1/3 semester units.

INSTRUCTIONAL TIME: 8:30 a.m. to 12:30 p.m.; total of 42 instructional hours and 12 days.

DATES: June 25, 26, 27, 28, July [illegible], 2, 3, 5, 8, 9, 10, and 11.

APPLICATION: The credits may be applied toward a degree, credential (when applicable), and salary credit.

TUITION: $6.00 per unit or $30.00 for morning course.

GRADING: Letter grades will be given at the compeletion of the workshop.

ATTENDANCE: Mandatory attendance; the participant must attend 90 percent of the instructional time or 11 days to receive a passing grade.

REGISTRATION: Monday afternoon, June 24, 1974.

COURSE TITLE: Bilingual Education: Spanish Language Development and Bilingual Teaching Strategies.

COURSE NUMBER: Ed. 824.5

CREDIT: 3 quarter units

INSTRUCTIONAL TIME: 12:30 p.m. to 2:30 p.m.; total of 28 instructional hours and 14 days. Credit will be given on the following basis; 1 quarter unit for Spanish course and 2 quarter units for afternoon workshop activities.

DATES: June 24, 25, 26, 27, 28, July 1, 2, 3, 5, 8, 9, 10, 11, and 12. Spanish course will be taught on the following dates: June 25, 27, July 1, 3, 9, and 11.

APPLICATION: The credits may be applied toward salary increment and credential (when applicable).

TUITION: $6.00 per quarter unit or $18.00 for afternoon session.

GRADING: The class will have an option to receive credit/no credit. The entire class must vote either for credit/no credit for the final grade.

ATTENDANCE: Mandatory; participants must attend 90 percent of the instructional time or 13 days to receive credit for the course.